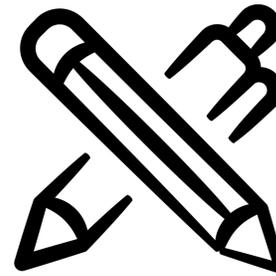# EH 419: MULTIMEDIA WRITING

CRN 19260 - Section 002 - Fall 2019
MWF 2:30-3:30pm - lhibbard@purdue.edu

INTRODUCTION

This class will focus on multimedia writing through the lens of archiving and curatorial practices. We will be engaging in various genres that provide a chance to explore the complex rhetorical systems that surround the multimodal and multimedia forms of writing found in the analysis, preservation, and creation of archives, both personal and general.

This class will explore both the material and digital archives available in the 21st century, as well as touching on the materiality of data and storage, social media use and presentation, and professional ethos. Starting with the individual and moving outwards, this course will provide the opportunity to unpack personal archival and curatorial practices and then broaden the scope of that practice to analyze and eventually create archives on a broader scale. The course will also consider questions of the rhetoric of creating and preserving data in archives, the ethics of data storage and distribution, and the complex intersections of curation, access, and memory.
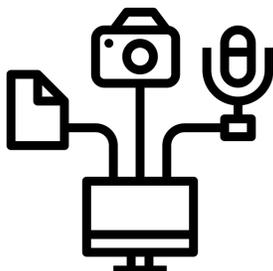
TEXTS AND MATERIALS

- *The User Experience Team of One*, 1st Edition, by Leah Buley, ISBN 978-1-933820-18-7
- *Her Story*. Sam Barlow. Game, available via Steam or iOS.
- *The Beginner's Guide*. Davy Wreden. Game, available via Steam.

Other course texts (readings, reports, images, and other artifacts) will be available as PDFs or links from our class Blackboard site, and are indicated on the course schedule. All other class materials (slideshows, videos, handouts etc.) will also be available on Blackboard.

TECHNOLOGIES

In order to participate in course activities, the following technologies are required:

- Mac OS X, Windows XP or higher, or your favorite distribution of Linux
- Microsoft Office, Apple's Office suite, or open source equivalents
- Your favorite web browser (Google Chrome, Firefox, Safari, Tor, etc.)
- Access to email
- A program that can open and annotate PDFs (Adobe Acrobat or Preview)
- Cloud Storage (Google Drive, Dropbox, Box, etc.) or a flash drive

ASSIGNMENTS AND GRADING

All major assignments will be graded on the standard plus-minus letter-grade scale, as listed below:

A	93%	1000-930
A-	90%	929-900
B+	87%	899-870
B	83%	869-830
B-	80%	829-800
C+	77%	799-770
C	73%	769-730
C-	70%	729-700
D+	67%	699-670
D	63%	669-630
D-	60%	629-600
F	0%	590-0

COURSE UNITS AND GRADING

UNIT 1: PERSONAL ARCHIVAL PRACTICES	150pts (15%)
UNIT 2: RHETORIC AND DESIGN OF EXISTING ARCHIVES	300 pts (30%)
UNIT 3: CREATING AND DESIGNING ARCHIVES	300 pts (30%)
JOURNALS, SHORT ASSIGNMENTS, AND ENGAGEMENT	250 pts (25%)
TOTAL	1000 pts

A note on group-based work: At least 25% of the points for group-based projects is determined by group work.

UNIT 1: PERSONAL ARCHIVAL PRACTICE

Our first unit focuses on exploring personal social media presence and working to adjust and curate a social media presence in a way that facilitates entry into the professional sphere. Deliverables will include a brief presentation as well as a written analysis of social media habits and what contributes (or does not contribute) to a beneficial digital presence.

UNIT 2: RHETORIC AND DESIGN OF EXISTING ARCHIVES

Unit 2 will begin with two games: *Her Story* and *The Beginner's Guide*, which we will use to examine archives as narrative vehicles. We will then build off of this in order to select an existing archive and conduct a rhetorical analysis considering audience, context, and purpose of the archive as well as how it functions in a wider cultural conversation. Deliverables will include a write-up of the analysis as well as an entry in a class Wiki project, an ongoing archive of archives that can be used to build upon existing entries in the future.

UNIT 3: CREATING AND DESIGNING ARCHIVES

Unit 3 will begin with a proposal for the creation and curation of a new archive, written in groups of two or three and concerning an agreed upon topic of the group's choice. You will be encouraged to review existing archives and their own interests as well as envision what their archive might look like in terms of content, access, and context. Each group will then work collaboratively to create and compose an informative persuasive document to provide background on their archive project proposal, and then work on the culminating final archiving project, involving the design of a new archive of the group's choice. Deliverables will include paratextual documents such as a guidebook or brochure, examples of archival artifacts, and a poster presentation.

JOURNALS, SHORT ASSIGNMENTS, AND ENGAGEMENT

Throughout the semester, you will be prompted to engage with course materials in five reading journals. These serve a dual purpose of proving to me that you are critically engaging with the course material while also giving you a place to make connections between the reading and your life. All reading journals/short assignments together will account for 150 points. The remaining 100 points in this category deal with course engagement, which we will discuss on the first day of class.

ATTENDANCE AND ENGAGEMENT

My attendance policy is based around two principles: respect and communication. As your instructor, I will do my best to respect the time and effort you put into this class by ensuring every class period includes useful new materials or useful time spent on your projects. In exchange, I expect you to respect my time by attending class, being on time, being present and engaged, and asking generative questions. However, as I'm aware that life can bring unexpected bumps and twists, my official attendance policy is:

As long as you are open and communicative with me about the circumstances of an absence, I will be able to work with you if you need to miss class, and it will not negatively impact your grade.

Bear in mind that English 419 is an in-person course and that writing is a dynamic and interactive subject, and there will be some activities and assignments that can only be done during class time. If you need to miss class for any reason, it is your responsibility to reach out and find out what you have missed, either to your colleagues in the class or to me. This is all part of maintaining engagement, which we will discuss on the first day of class and have available in writing on Blackboard throughout the semester.

As I said above, I am aware that life brings unexpected turns. Above all the principle I want to impart in this course is that we are humans first and students second. Part of being human means taking care of our bodies and minds so that we are able to learn and grow, and this means taking care of ourselves in a hectic and often punishing world. As long as you communicate with me, I will work with you, and if you do me the same respect, you will get what you need from this course.

GRADING POLICY

Grades will be posted for all course assignments within one week (7 calendar days) of their due dates.

LATE WORK

I accept late work if arrangements have been made at least 48 hours prior to the due date. Please reach out if you have need of an extension. Final drafts of all assignments must be uploaded to their corresponding Blackboard dropboxes by 11:59pm on the assignment due date, unless otherwise specified on the syllabus.

CLASSROOM TECHNOLOGY POLICY

My classroom policy concerning technology is directly related to my attendance policy, and it is that the classroom is a learning environment tied to mutual respect and communication. I do not actively police technology use in my classroom, but I encourage you to engage in behaviors that do not disrupt anyone else's learning experience -- for instance, if you need to take a phone call, step outside rather than answering that call in the middle of the room. As much of this course involves active workshop time and we are in a lab classroom, I am flexible about what technology you use to get your work done. If you wish to use your own computers rather than the lab computers, you are welcome to do so, and likewise for tablets, phones, etc. As above, as long as you are respectful of my time and the time of your colleagues, you may work as you please, knowing that the quality of your work and your time management is your responsibility.

DISRUPTIVE BEHAVIOR

College is a time for the exploration and sharing of ideas. It's also often the first time students have spent an extended amount of time away from home and therefore the first occasion that they are truly able to experience new perspectives that challenge the way that they see and interact with the world. This can be a difficult experience, but also a beneficial and productive one.

In this course, we will sometimes discuss topics that are sensitive or personal. These could be about any number of things - our backgrounds, our experiences, our identities that uniquely incorporate race, ethnicity, social class, gender identity and expression, sexuality, religion, disability, etc. Please enter these discussions mindfully and kindly, and do not belittle or insult your fellow students who may think differently than you do. *As your ENGL 419 instructor, I reserve the right to ask you to leave class if you are behaving in a way that is patently offensive, or that disrupts or distracts your fellow students from the work at hand. You can review Purdue's nondiscrimination policy* [here](#).

DISABILITIES, ACCOMMODATION, AND MENTAL HEALTH

I believe that everyone has the right to the full educational experience granted to them by admission and tuition payments to Purdue University, and that everyone has different needs when it comes to accessing that experience. It is my goal to make my classes as accessible as possible to any and all students who walk through the doors. Students in my class should feel free to stand, move about the room, and stim as needed to maximize their learning experience, provided their behavior is not actively disruptive to classmates (note that active disruption in this context is defined as behaviors that interfere with another student's personal space, autonomy, and physical safety). As a disabled and chronically ill person, my goal here is to encourage open communication, so if you need anything to ensure you get the most out of this class, don't hesitate to contact me via email or drop by my office.

If you are seeking accommodations from Purdue's Disability Resource Center, you can contact them via drc@purdue.edu, by phone at 765-494-1247. However, I do not require accommodation letters from my students. If you have any condition that impacts your learning, diagnosed or otherwise, I am more than willing to work with you to ensure you get the most out of this class. Likewise, if you have any major mental health issues and are looking for assistance, you have the resources available to you here on campus. Counseling and Psychological Services (CAPS) are available to all students, and they can be reached at 765-494-6995. I am aware, however, that CAPS tends to have a long waiting list and a complex process for students to gain access to mental health care, so know that while I am not a medical mental health professional, I have experience with mental health services and can work to accommodate your needs as best I can. Above all, again, if you reach out to me, we can work together to make a plan. I am happy to do what is necessary to help you succeed.

ACADEMIC INTEGRITY AND HONOR PLEDGE

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.

EMERGENCIES

Adapted from the emergency preparedness materials provided by Purdue University.

EMERGENCY NOTIFICATION PROCEDURES are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

Indoor Fire Alarms mean to stop class or research and immediately evacuate the building.
Proceed to your Emergency Assembly Area away from building doors. Remain outside until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

All Hazards Outdoor Emergency Warning Sirens mean to immediately seek shelter (Shelter in Place) in a safe location within the closest building.
"Shelter in place" means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, an active threat including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency*.
Remain in place until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

*In both cases, you should seek additional clarifying information by all means possible…Purdue Emergency Status page, text message, Twitter, Desktop Alert, Albertus Beacon, digital signs, email alert, TV, radio, etc.…review the Purdue Emergency Warning Notification System multi-communication layers at
http://www.purdue.edu/ehps/emergency_preparedness/warning-system.html

EMERGENCY RESPONSE PROCEDURES
Review the Emergency Procedures Guidelines:
https://www.purdue.edu/emergency_preparedness/flipchart/index.html
Review the Building Emergency Plan (available on the Emergency Preparedness website or from the building deputy) for:
evacuation routes, exit points, and emergency assembly area
when and how to evacuate the building.
shelter in place procedures and locations
additional building specific procedures and requirements.

EMERGENCY PREPAREDNESS AWARENESS VIDEOS
 "Run. Hide. Fight.®" is a 6-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See: https://www.youtube.com/watch?v=5mzI_5aj4Vs (Link is also located on the EP website)

MORE INFORMATION
Reference the Emergency Preparedness web site for additional information:
https://www.purdue.edu/ehps/emergency_preparedness/